

The Strange Case of Origami Yoda

Lesson I

Character Traits

Dwight's Traits: A Ranking Activity



Introduction: One day Dwight Tharp, a sixth grade student attending McQuarrie Middle School, shows up with Origami Yoda attached to his hand. This finger puppet seems much wiser than the weird Dwight and is soon sought after to give good advice to troubled preteens. Is this folded piece of paper real? As Tommy and his friends compile a case file to help determine the validity of Origami Yoda, truths are revealed about the humor and pathos found in today's typical middle school.

Time Required: 20-40 minutes

Materials:

- Character trait cards printed on cardstock
- Copies of *The Strange Case of Origami Yoda* for student reference

Objectives:

- The student will rank character traits appropriate to various situations from most advantageous to least advantageous.
- The student will discuss the merits of some character traits over others in various situations.

Procedure:

1. Prepare the character trait cards before class. These cards may hand printed or computer-generated.
2. Introduce the lesson by explaining to the students that they will be ranking personality traits (which can also be referred to as "behaviors") based on the fictional character, Dwight Tharp, found in *The Strange Case of Origami Yoda*.
3. Tell them that it is not necessary to have read the book to participate in the activity.
4. Hold up a copy of the book and tell the students: *Dwight Tharp, a character in this book, is shy and introverted. Most people consider him weird. Then one day he shows up to school with a finger puppet based on the Yoda character in the "Star Wars" movies. This puppet speaks to the students and gives them advice. The puppet appears wise and all-knowing which is very different that Dwight who appears goofy and clueless most of the time. This situation gets the students wondering if the Origami Yoda is a real and a different entity than Dwight.*
5. Hold up the trait cards and read them one at a time, explaining that the fictional character Dwight possessed all of these qualities.
6. Distribute the character trait cards to eight students.
7. Instruct the students with the cards to line up in front of the class in a ranking order, right-to-left, with the character trait that would be the most beneficial to Dwight if **he wanted to make new friends at school**. Encourage discussion.

8. Introduce a new scenario. Tell the students that **Dwight is now facing a bully**. Instruct the students to think about the skills and characteristics he now needs and rearrange the ranking from most beneficial to least needed.
9. Discuss the changes that occurred in the rankings. You may start the discussion by asking the students why in certain situations being funny might be beneficial whereas in other situation it might be harmful.

Extension Activity:

Encourage students to list 5-8 skills or personality traits for their favorite fictions character. They are then to develop two scenarios and invite classmates to participate in a ranking activity.

Character Trait Cards:

Compassionate
Creative
Funny
Intelligent
Nonconformist
Outsider
Quirky
Risk-Taker

Darth Paper Strikes Back: An Origami Yoda Book

Lesson II

Primary and Secondary Sources

Introduction: Things are not going well for Dwight and his wise finger puppet Yoda. Thanks to Harvey and his counterpart Darth Paper, Dwight is in jeopardy of getting suspended from school. As Dwight's friends create a case file in his defense, things go from bad to worse. Will their well-researched commentaries and heartfelt testimonies be able to save this misunderstood "weird" kid?

Time Required: 15-20 minutes

Materials:

- Book- *Darth Paper Strikes Back: An Origami Yoda Book*
- Visual – **Primary and Secondary Sources**
- Activity Sheet– **Primary and Secondary Sources**
- Writing tools

Objectives:

- The student will be introduced to the concepts of primary and secondary sources
- The student will complete an activity dealing with primary and secondary sources

Procedure:

1. Introduce the lesson by showing the students a copy *Darth Paper Strikes Back: An Origami Yoda Book* by Tom Angleberger. Explain that this book is a collection of comments and materials a group of seventh graders assembled to use as proof their friend, Dwight Tharp may be weird but his is not dangerous. In fact, he is very helpful.
2. Show the students examples of the support material the student used to state their case. Examples include the principal's referral form (page 19), the school fund raiser poster (page 70) and Harvey's letter to the school board, (pages 108-109). Explain that these are examples of **Primary Source** documents.
3. Define **Primary Sources** as firsthand accounts communicated by someone concerning his or her experiences or observations to an event. Define **Secondary Sources** as materials written after the fact. People who did not actually witness an event do this writing.
4. Display the visual and read and discuss the types of sources listed explaining how they would qualify as a primary or secondary source. (Note: Information found on the internet can be viewed as either a primary or secondary source. It's complicated and concrete rules have not been established.)
5. Distribute the activity sheet and read the directions to the students. Allow students to work independently or in pairs.
6. Check the activity sheet as a group for understanding. Be prepared for some discussion.
SUGGESTED ANSWERS: 1.S 2.S 3.P 4.S 5.P 6.S 7.P 8.P 9.S 10.P
7. **Extension Activity:** Encourage students who have completed their activity sheets to turn their papers over and list as many primary and secondary sources they can see in the library from their seats. Examples could include pictures, posters, maps, lists, rules, periodicals, and books. Students may be interested to know that the library keeps a circulation record of the books each student checks out. This record is a primary source document.

Visual-

Primary and Secondary Sources

Primary sources come first. They include eyewitness accounts about people, places, or events. Examples of **primary sources** include journals, official records, and photographs.

Secondary sources come second. Writers of **secondary source** materials explain, summarize, or interpret events using **primary sources**.

PRIMARY SOURCE EXAMPLES



Autobiography
Birth Certificate
Diary
Eyewitness Account
Government Document
Grave Stone
Interview
Last Will and Testament
Legal Contract
Letter
Map

SECONDARY SOURCE EXAMPLES



Biography
Encyclopedias – Print and Electronic
Historical Novel
Magazine Article
Television Documentary
Textbooks
Travel Brochure
U. S. History Book

Activity –

~Dwight's Case File~

Primary and Secondary Sources



Directions: Write **P** if you think the source listed would be considered a **PRIMARY SOURCE**.
Write **S** if the source would be considered a **SECONDARY SOURCE**.

Be prepared to defend your answers.

- _____ 1. An encyclopedia entry on Booker T. Washington Tommy used for his social studies report
- _____ 2. A library book, *Easy Origami* by Mary Meinking
- _____ 3. Dwight's CREF (Correctional and Remediation Education Facility) referral form filled out by Principal Rabbski
- _____ 4. *Butterfly or Moth?: How Do You Know?* by Mellissa Stewart; a nonfiction book Dwight could have used for his science project
- _____ 5. The Popcorn Poster displayed at McQuarrie Middle School's promotion the annual fundraiser
- _____ 6. A pamphlet in the school counselor's office titled, "Bullying in the Middle School: Removing Troubled Students"
- _____ 7. A copy of the school board's meeting agenda
- _____ 8. Harvey's letter titled "Origami Yoda Doesn't Belong Here" written to the school board
- _____ 9. An article in a local magazine featuring to benefits of attending Tippet Academy, a private school
- _____ 10. A email message from Dwight to Tommy asking him to come to his house

The Secret of the Fortune Wookiee: An Origami Yoda Book **Lesson III**

Introduction: With Dwight attending Tippet Academy, the students are without the sage advice of Origami Yoda. Not to worry. The plot thickens as Fortune Wookiee, with the help of Sara, is more than willing to serve as a replacement.

Time Required: 30-40 minutes

Materials:

- Book- *The Secret of the Fortune Wookiee: An Origami Yoda Book* by Tom Angleberger.
- Visual – **Literary Terms Defined Plot-Character-Setting**
- Visual – **How to Make an Accordion Book**
- Three pieces of square paper for each student
- Glue sticks
- Markers or crayons
- Optional - scrap paper, stickers and old magazines for cutting out pictures

Objectives:

- The student will become familiar with the literary terms plot, character, and setting
- The student will create a foldable book displaying an understanding of plot, character, and setting

Procedure

8. Prepare and collect materials prior to class. It is advisable to make a sample Accordion Book to share with the students using the information on the visual concerning the plot, characters and setting of *The Secret of the Fortune Wookiee*.
9. Introduce the lesson by showing the students a copy *The Secret of the Fortune Wookiee*. Explain that this book will be used for demonstration purposes, but it is not necessary be familiar with the story to complete the lesson.
10. Display the Literary Terms Defined visual and review the contents with the students.
11. Ask the students to think of a favorite book or fairy tale. Tell them that they are going to create a foldable book that will display their understanding of these terms.
12. Show the students the sample Accordion Book. Tell them that the folding procedure to make this book is similar to the one Sara used to make the Fortune Wookiee.
13. Display the visual How to Make an Accordion Book. This visual needs to be available for the rest of the class period for student reference.
14. Distribute the materials.
15. Instruct students to create their own Accordion Book based on one of their favorite books or stories.
16. Students who are unable to complete this activity may work on it at home, in the classroom or at a center in the library.

NOTE: The directions for the Accordion Book are from an Agriculture in the Classroom workshop.

www.agintheclass.org

Visual-

Literary Terms Defined

PLOT – the action of a story

The plot of *The Secret of the Fortune Wookiee* is:
Middle school students investigate the source of unexpected advice given to them by a simple hand puppet

CHARACTERS – the “beings” in the story

The characters in *The Secret of the Fortune Wookiee* include:
Tommy, Harvey, Dwight, Sara, Rhondella, Quavondo Remi and Kellen
(Even though The Fortune Wookiee and Han Foldo are puppets, you could also include them in a character list.)

SETTING- the place and time of the story

The setting for most of *The Secret of the Fortune Wookiee* is:
McQuarrie Middle School
(Which is based on a middle school in Virginia)



Visual-

How to Make an Accordion Book

Materials

- 3 pieces of square card stock or construction paper per student
- glue sticks
- markers or crayons

Background Knowledge

Foldables are a great, hands-on strategy for reviewing any subject. The format of the book requires students to process, sort, and organize the information learned. This, along with the process of creation, leads to greater understanding and retention. Further, the accordion book can be easily differentiated according to grade and/or ability levels.

Procedure

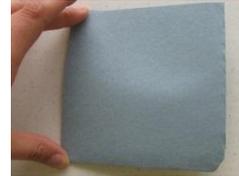
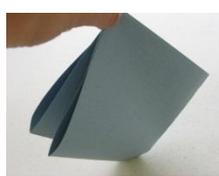
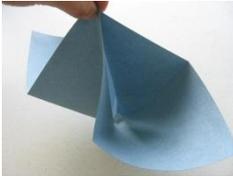
1. Distribute 3 pieces of square construction paper to each student. You may choose to use 3 different colors, but it is not necessary. You may also use more paper to make your books longer.
2. Take piece #1 and fold in half. Crease and open.
3. Fold in half again in the other direction. Crease and open. You will now have four squares.



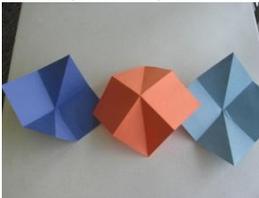
4. Take one corner and fold to touch the opposite corner. Crease to form a triangle and open.



5. Flip the paper so that the diagonal crease is pointing up.
6. Pull the corners with the diagonals to touch. Pull up the other two corners to touch. Fold to make a small square.



7. Repeat steps 2-6 with the other two pieces of paper.
8. Line all three pieces of paper up so that the middle square's point is up and the other two squares' points are down.



9. Glue together.
10. Have students fill their books with facts and/or pictures about the desired topic. You may also include a front and back cover.

Extension Activities

Art: Paper bag puppets are easy to make and allow for every student to be successful. Simply supply each student with an inexpensive lunch bag and markers. Provide scissors, tape and/or glue for each table. Furnishing collected art materials such as yarn, scrap paper, wallpaper samples, felt, and ribbon will add opportunities for creativity. Encourage students to make puppets based on popular fictional characters. Students, in small groups, may wish to write and perform humors skits using their puppets. **Note:** You may wish make several examples for student reference prior to this activity.

Games: In *Darth Paper Fights Back* the students arrive at the library one morning to discover displayed signs announcing: No-Email, No Chat, No Facebook, No Video Games. The students are at a loss until they discover that the Librarian, Mrs. Calhoun, is a good sport. Read the chapter “Origami Yoda and the Non-Video Game” (pages 45-52) to the students. After discussing the content, encourage them to think of some paper and pencil games they could play in the library that would be fun, challenging, and undisruptive. Examples: Tic-Tac-Toe, Hangman, and Dots & Boxes.

Poetry: Invite the students to write an acrostic poem based on one of the characters in the books. In this type of poem the letters of each line are lined up vertically to form information about the featured character.

Example:

Humorless
Accurate
Realistic
Very negative
Eager to make his point
Yoda non-believer

Reading: Students who enjoy reading stories that take place in middle school may find these titles to their liking:

- “Diary of a Wimpy Kid Series” by Jeff Kinney. Amulet, 2007-2011.
- *The Fourth Stall* by Chris Rylander. Walden Pond Press, 2011.
- *The Lemonade Crime* by Jacqueline Davies. Houghton Mifflin, 2011.
- *Liar, Liar: The Theory, Practice and Destructive Properties of Deception* by Gary Paulsen. Wendy Lamb Books, 2011.
- *Lunch Money* by Andrew Clements. Atheneum, 2007.
- *The Report Card* by Andrew Clements. Atheneum, 2005.

Writing: The Origami Yoda is wise, unlike his human counterpart Dwight Tharp who is often very foolish. The following historical quotes can be applied to the “friendship” theme of Tom Angleberger’s books. Challenge the students to select a quote and write a paragraph explaining how it relates to the characters in the story.

1. Alone we can do so little; together we can do so much. -[Helen Keller](#)
2. Be slow in choosing a friend, slower in changing. -[Benjamin Franklin](#)
3. A faithful friend is a strong defense; and he that hath found him hath found a treasure. -[Louisa May Alcott](#)
4. A friend is one who has the same enemies as you have. -[Abraham Lincoln](#)
5. A friend to all is a friend to none. -[Aristotle](#)
6. Friendship with oneself is all-important because without it one cannot be friends with anyone else in the world. - [Eleanor Roosevelt](#)
7. Life’s most persistent and urgent question is, “What are you doing for others?” -[Martin Luther King, Jr.](#)
8. The most I can do for my friend is simply be his friend. -[Henry David Thoreau](#)
9. No one is useless in this world who lightens the burdens of another. -[Charles Dickens](#)
10. When the character of man is not clear to you, look at his friends. -[Japanese Proverb](#)